



Flip a Lesson Plan

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Agenda

1. Getting Started

**Introductions,
session description
& format**

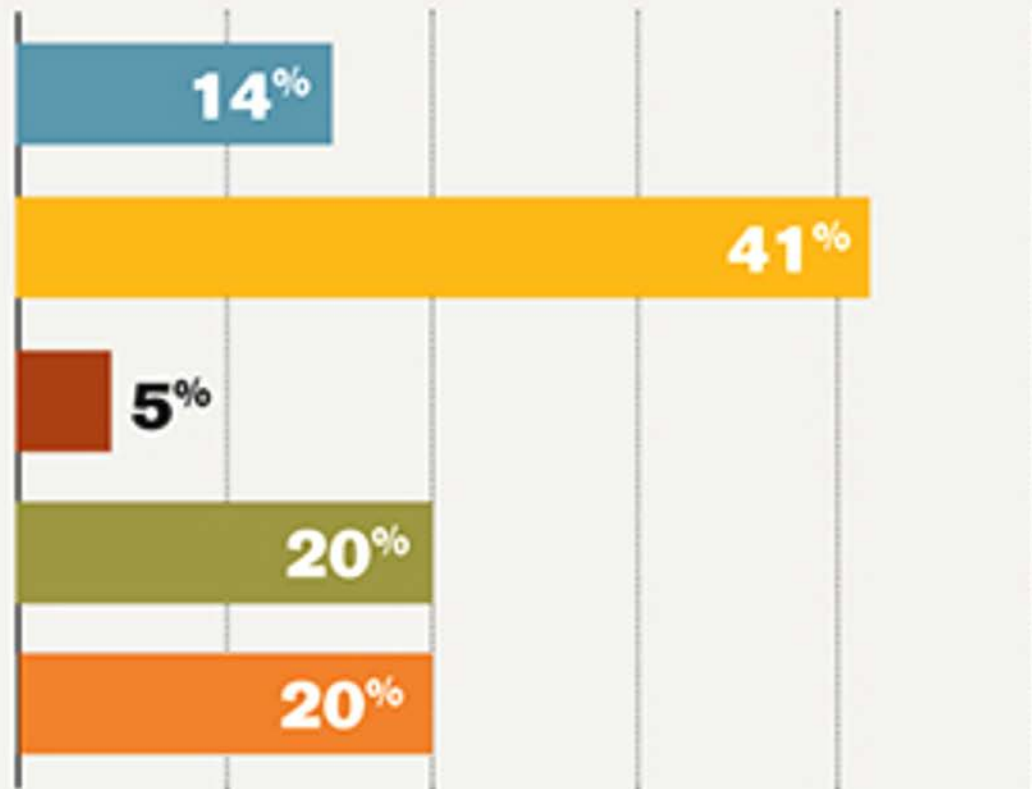
2. Sage on Stage

**Background
information about
Flipping a Lesson
Plan**

3. Guide on the Side

**Learner centered
activity with a tour
guide**

USE OF FLIPPED CLASSES



- Yes, all of my classes are flipped.
- Yes, some of my classes are flipped.
- No, but they will be within the next year.
- No, but I'm exploring the possibility.
- No, none of my classes are flipped.

55 Percent of Faculty Are Flipping the Classroom

Campus Technology's first-ever Teaching with Technology survey gauged educators' use of the flipped classroom model, blended/online teaching environments and more.

<https://campustechnology.com/articles/2016/10/12/55-percent-of-faculty-are-flipping-the-classroom.aspx>



Barbi Honeycutt, PhD



Founder, Flip It Consulting
Flipitconsulting.com
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Director of Graduate Teaching and Professional
Development Programs, NC State University

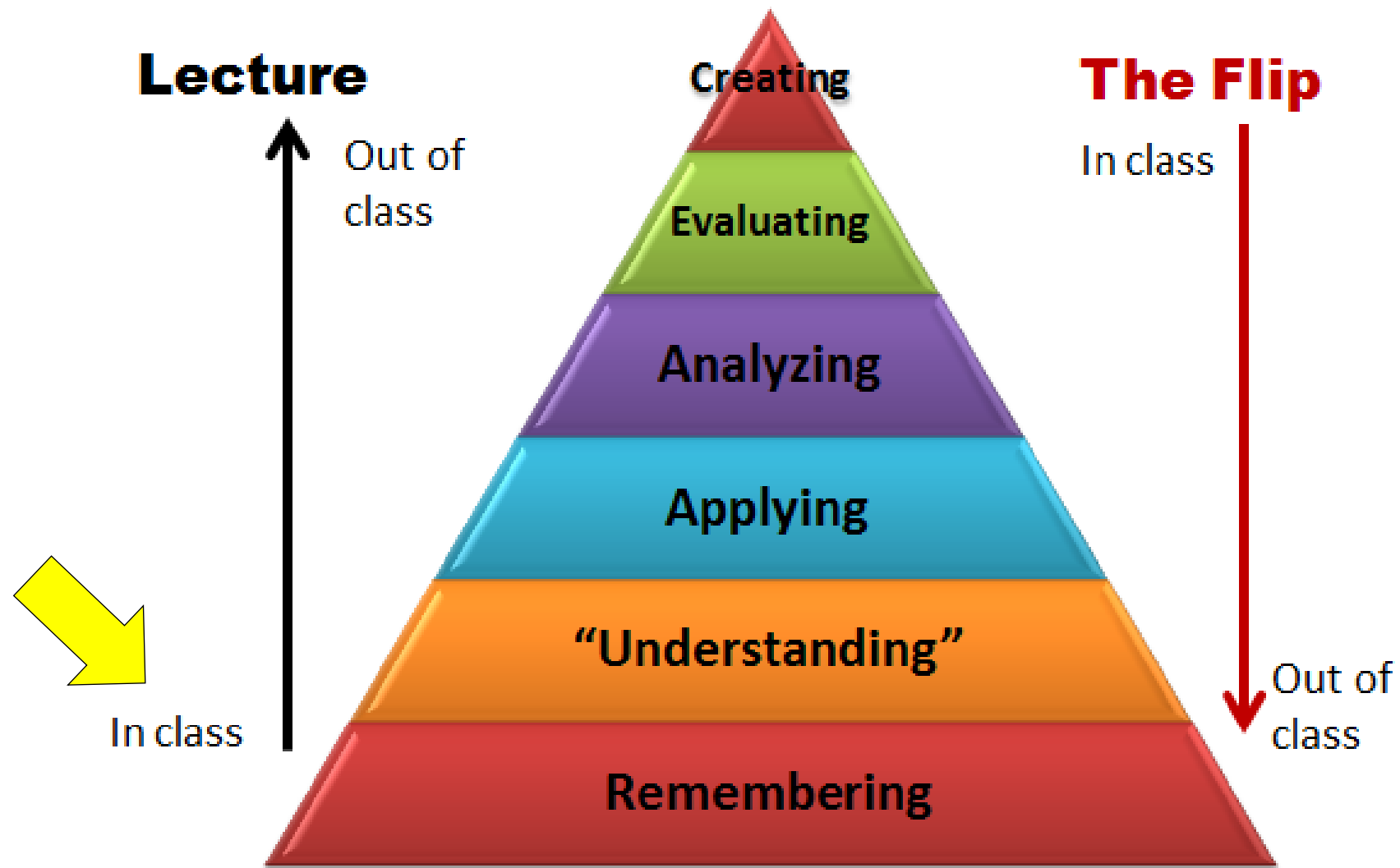
Adjunct Assistant Professor, College of
Education, NC State University

Focus on your
Learners by
Involving them in the
Process

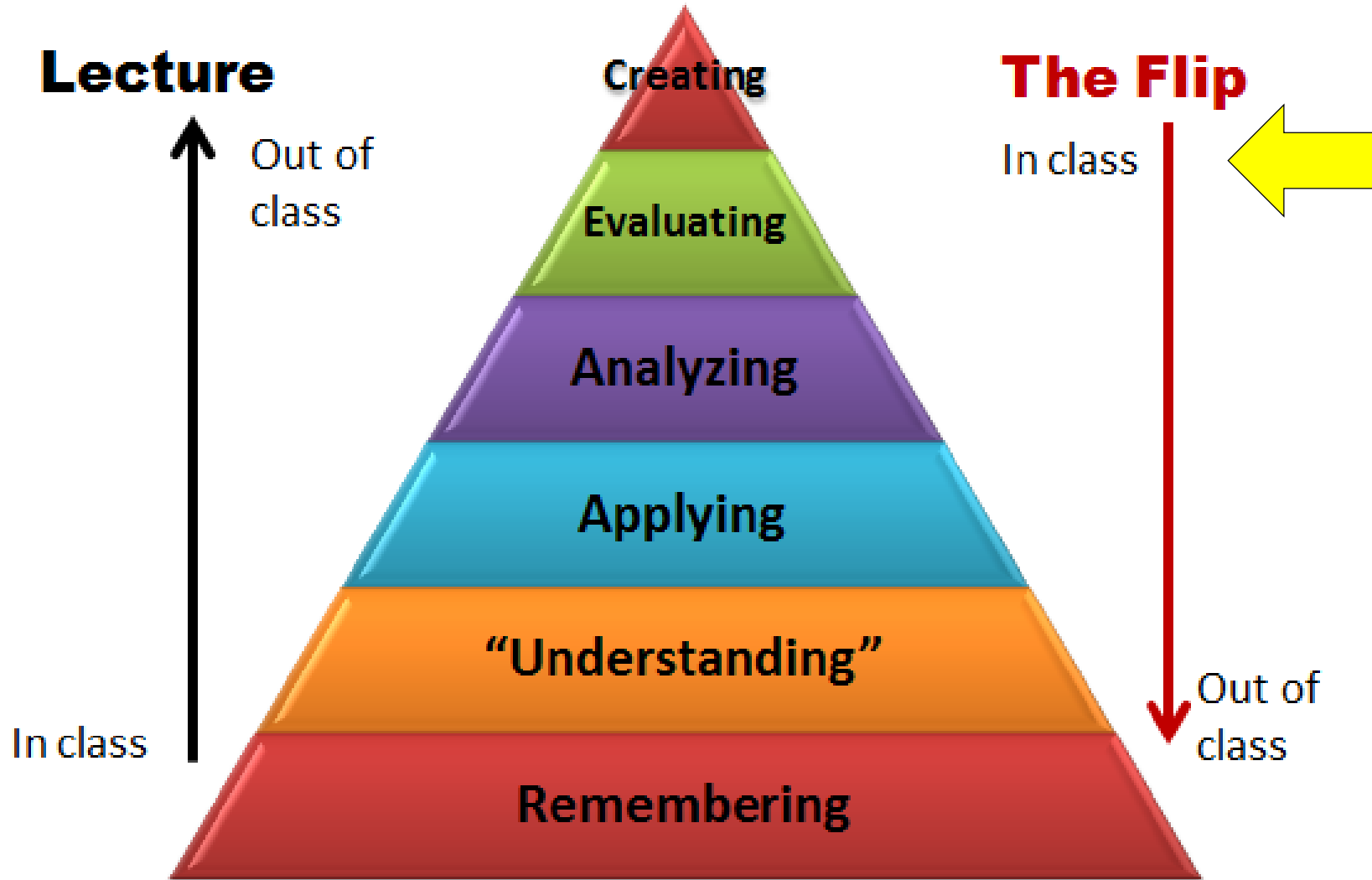


- Look for confusion
- Look for fundamentals
- Look for boredom

“Which lesson plan do I flip?”

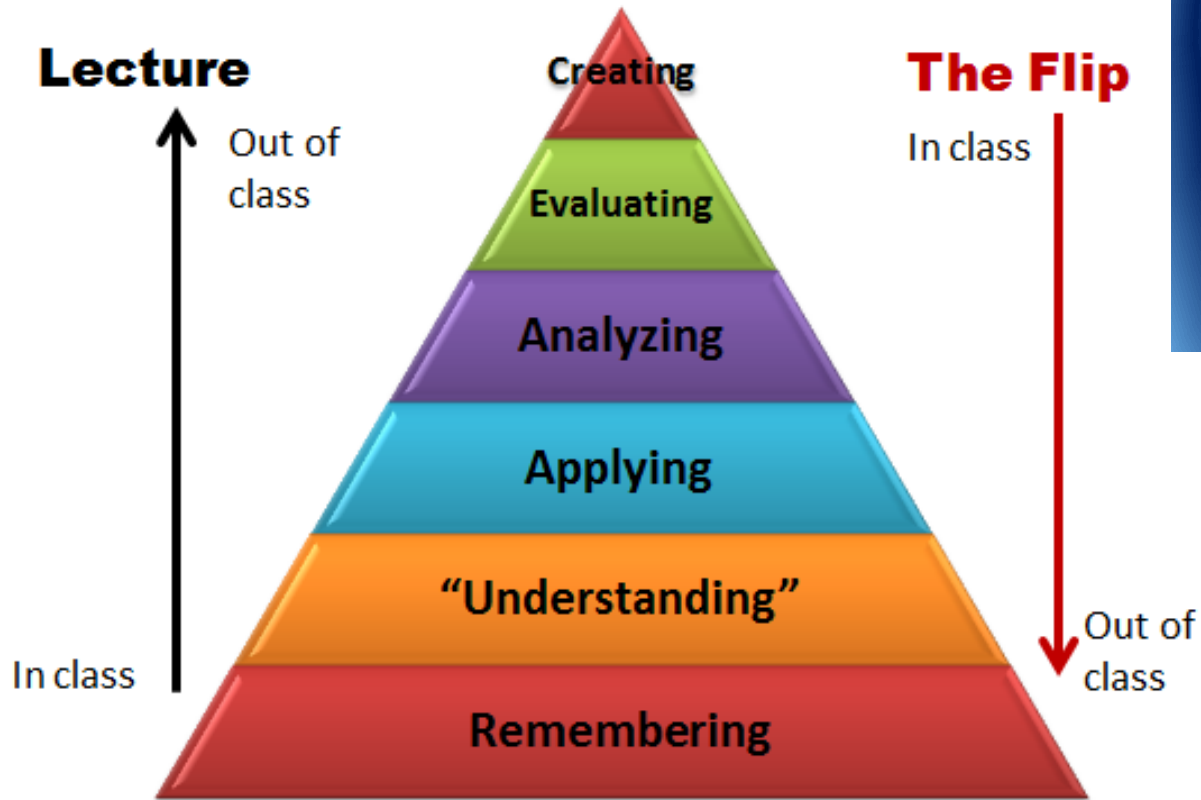


Revised Bloom's Taxonomy



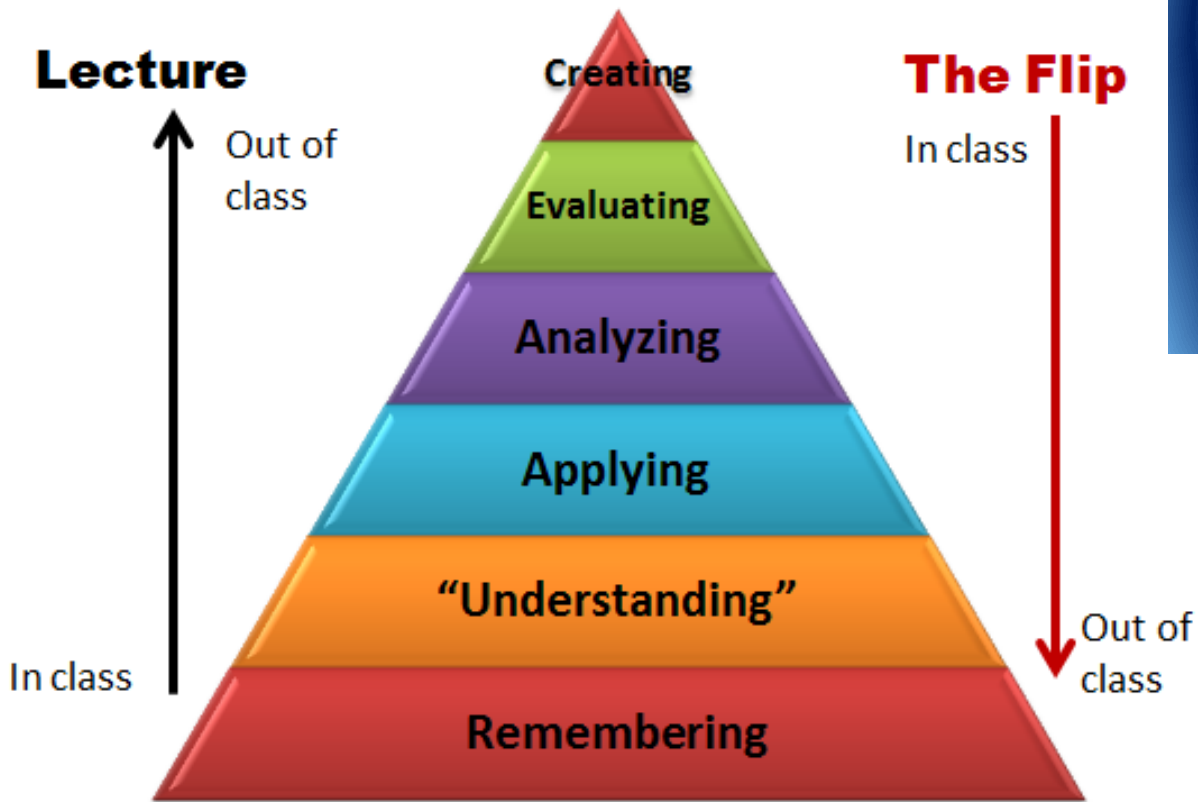
Revised Bloom's Taxonomy

Understanding and Remembering



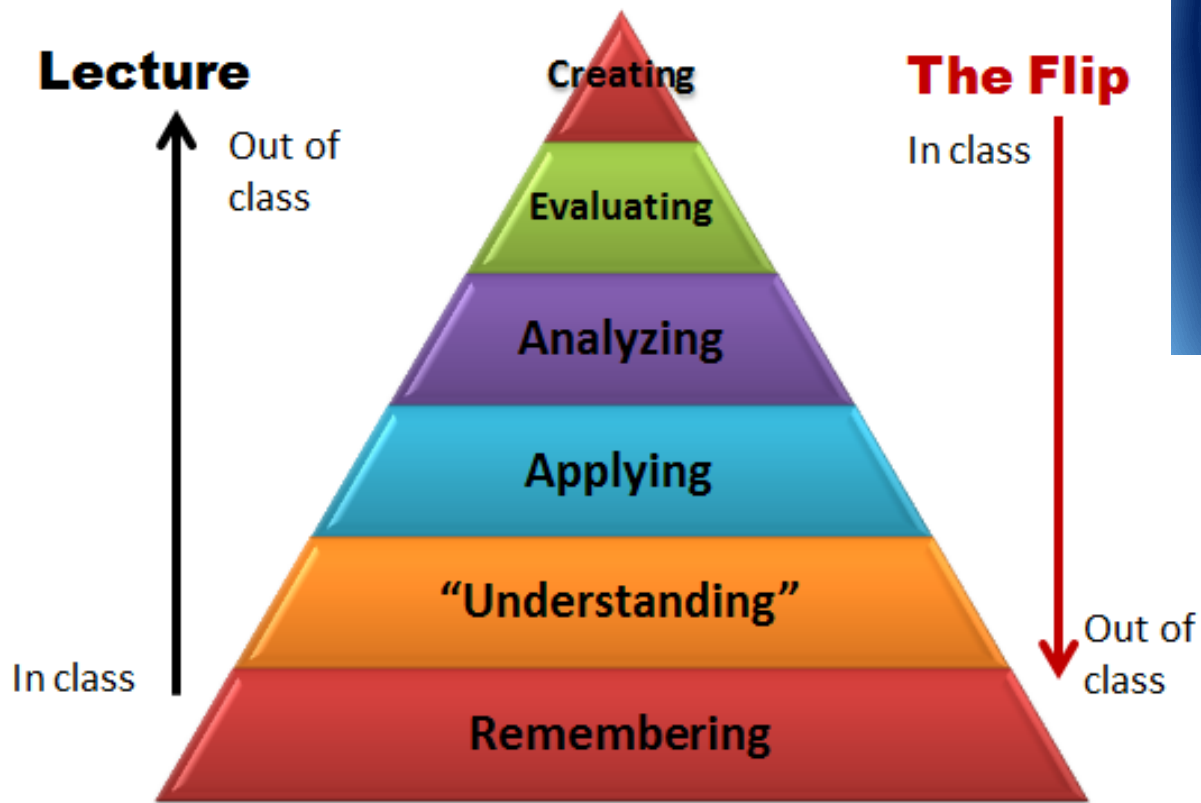
Should be done **outside**
the classroom – before
class begins

Applying, Analyzing, Evaluating, Creating



Should be done **in class** –
identify a focus activity to
immediately engage

How will class end?



Remember **the end** of this lesson plan is **the beginning** of the next plan

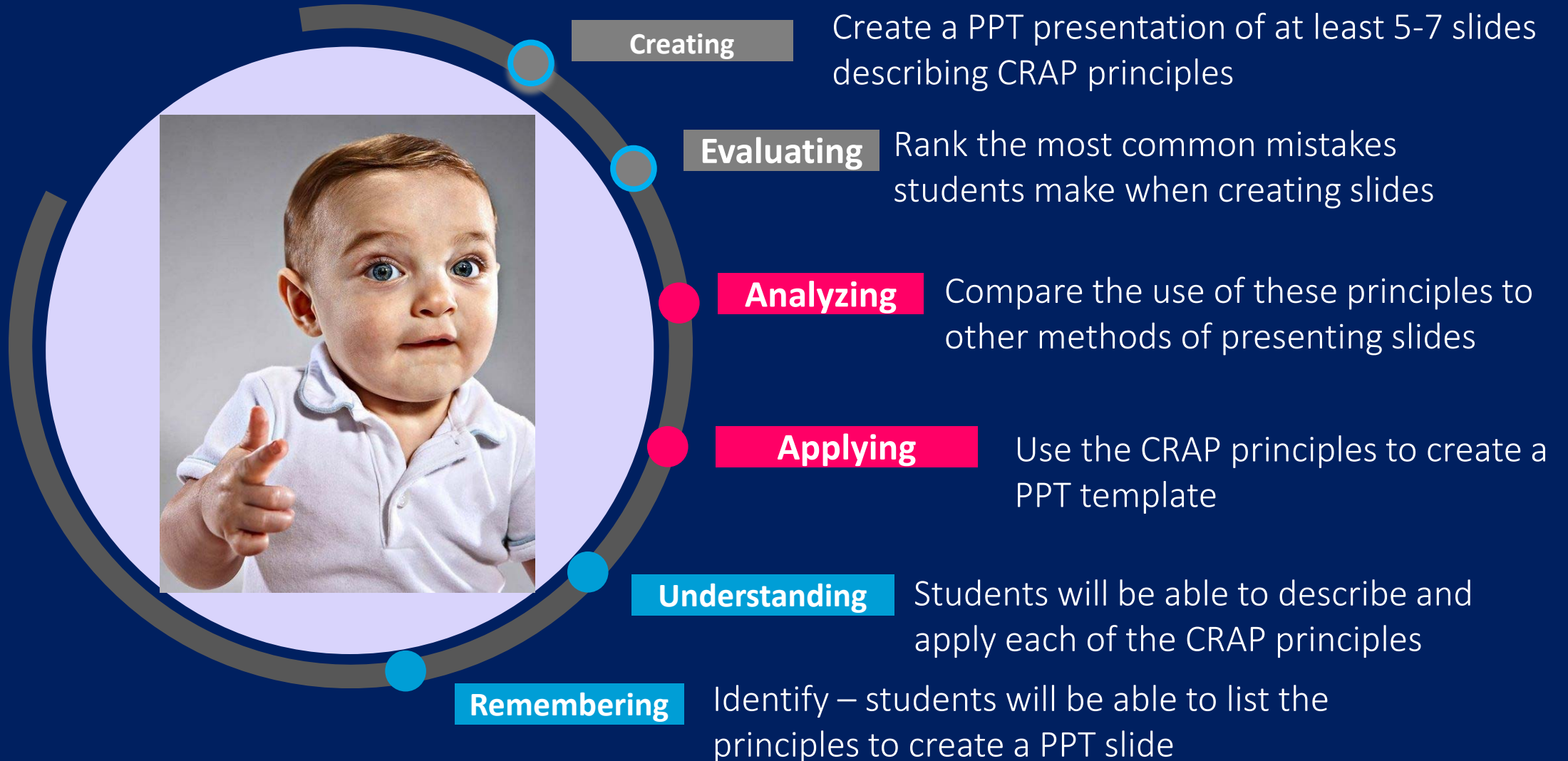
“Let’s practice”

✂ Create your own Flipped Lesson Plan

✂ Take out your packets



Brainstorming Worksheet



Prior to Class

1. Identify – students will be able to list the principles to create PPT slides
2. Students describe each of the principles (CRAP) in terms of a visual aid
- 3. To achieve outcomes**
 1. Watch video on CRAP principles
 2. Review the PPT lecture
 3. Each student find PPT to represent a strong example – post to the blog
 4. Each student find a PPT to represent a weak example – post to the blog

Arrive to Class

1. Focus activity – first 5 minutes of class
 2. As a team look at each weak PPT – vote on one (focus activity #36 – focus with a vote)
-
3. **To achieve outcomes**
 1. Teams quickly write down notes on how to fix one of the slides from weak PPT
 2. Call on volunteers to present how they would fix based on CRAP principles (focus activity #16 – focus with a student-led presentation and discussion)

During Class

1. Stay in teams
2. Rank the most common mistakes students make when creating slides
- 3. To achieve outcomes**
 1. Working in teams, make a list of mistakes you have fixed or will fix
 2. Place them in CRAP categories
 3. Rank what your team thinks are most common made

End of Class

1. Focus activity – last 2-5 minutes of class
2. Student on their own or in teams

3. To achieve outcomes

1. Pick one slide and “think outside the box” (focus activity #12 – focus with a challenge)
2. Re-design to apply “CRAP” principles
3. Post to team blog

Arrive to Next Class

1. Focus activity – first 5 minutes of class
2. Sit in your teams

3. To achieve outcomes

1. Based on the blog posts – pick focus activity
 1. Focus activity #21 – focus on a picture
 2. Focus activity #24 – focus with a game (I like using Kahoot)

Recommendations to Consider When You Plan Flipped Strategies



Connect the flipped strategy to your learning outcome(s)

Balance individual strategies with group strategies

Balance “active” and “reflective” strategies

Debrief all high energy / high excitement strategies

Provide written and verbal directions, especially for flipped strategies requiring multiple steps

Harness the power of the first five minutes of class. Use a focusing activity

Plan carefully and create structures to stay organized. Use templates, guided notes, table numbers, etc. to organize your materials and manage your time.

Conclusion: Activity

A 3D yellow figure stands behind a large, light-yellow rectangular sign with rounded corners. The figure's right hand is on top of the sign, and its left hand is on the side. The sign contains the text for the 'Ticket Out' activity.

Ticket Out

- Use index card
- Write four things
 - Overall impression of session? Worth time or waste of time?
 - Would you attend another session held by FCTL?
 - Topics offered for upcoming sessions?
 - General comments?